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Department of English Composition

Nott William Flint

The object of the course is twofold: To give a practical knowledge of English Composition, and to discover means for increasing the interest of grade teachers and pupils in this means of expression. To the first end the laws of English Composition discussed in the classroom will be applied and illustrated in the writing of weekly themes. These themes will be criticised by the instructor—the typical ones before the class—and then rewritten or revised by the students. Material gathered in other classes will be used in the construction of these themes, thus affording each student an opportunity to get his classroom work into a concise literary form.

The second object of the course—the discovery of fresh interests for teacher and pupil in composition—will be aimed at mainly in class discussions. That composition is admirably adapted for the use of teachers in enabling the child to express himself, and for pupils as a pleasant and absorbing mode of self-expression, the instructor will endeavor to show. As far as possible this latter object will be brought about together with the first. The sixth week of the course, however, will be given up entirely to the consideration of the

uses of English Composition in the grade schools.

I. General. Is rhetoric an art or a science? Difference between Rhetoric and Grammar? Why learn to write? If composition is self-expression, why bind it with laws?

II. The whole composition. Construction work. Choice of subjects. (a) Range: abstract or concrete. (b) Titles. Finding material. (a) Two sources: personal experience and the experience of others. (b) Selection of material. Organization. (a) Outlines: use and necessity. (1) Introduction, (2) Body, (3) Conclusion. Laws. (a) Unity. (b) Coherence. (c) Mass.

III. The Paragraph. (a) Definition and general theory. (b) Historical account. (c) Modern treatment in English, French, and German. (d) Theory of length. Kinds of paragraphs. Laws: (a) Unity. (b) Coherence. (c) Emphasis.

IV. The Sentence. 1. (a) Definition. (b) Length of sentence; effect and variety. 2. Content of sentence. (A) Unity of thought: (a) too little; (b) too much; (c) the comma blunder. (B) Unity of form; subordination of clause ideas. 3. Coherence. (a) Logical order of phrases and clauses. (b) Nearness in thought should correspond with nearness in form. (c) Parallel constructions. (d) Reference words. 4. Mass. (a) Proportion. (b) Emphasis: Periodic structure.

V. The Word. The Canon of Good Use. 1. Usage should be: (a) Reputable, (b) National, and (c) Present. 2. Solecisms, Barbarisms, Improprieties. 3. Vocabulary.

Department of Library Work

Irene Warren

The Library Department of the Chicago Institute has been planned to meet the needs of the teacher. The large libraries in Chicago with their fine special collections open to students offer excellent

opportunities for research in various lines and permit the Chicago Institute to expend its funds on those books which are peculiarly adapted to the teacher's use. The Chicago Institute library now con-

sists of some 12,000 volumes, many maps, charts, pamphlets, and clippings. There is also a collection of 22,000 pictures, carefully chosen to illustrate the work in the school. All books and pictures have been catalogued and classified according to the most improved methods. The library will serve as a working laboratory for every department of the institute; it will not only furnish supplementary reading for the children, but will supply illustrated bulletins for home reading, and for special day exercises. For example, at Christmas time the books, magazine articles, and pictures relating to the season will be listed upon a large placard, with attractive drawings. It is expected that these bulletins will give the children a glimpse of the endless opportunity for individual knowledge and pleasure to be found in books.

The instruction in the use of libraries and books is not a technical course in library economy; only that phase of the subject will be presented which will help the teachers in the use of libraries and assist them in the organization and management of their own school libraries. The various records necessary will be explained, and such students as have definite library work to do in schools, and therefore wish to know more of the technical methods, will be given an opportunity for practical experience. Exhibits of books and material will be made throughout the course, and the libraries in Chicago and vicinity will be visited.

Many cities are working for a closer relation of libraries and schools. The teachers are allowed special cards to the libraries which entitle them to draw more than the regulation number of books, and are permitted free access to the stack-rooms. Special rooms have been fitted up where a teacher may take a class and have all the books on a given subject

ready for her use. It has been found advantageous to have the superintendent of schools a member of the public library board. In some cities the public library will loan to every room of every school a collection of books, one for every child, to be kept a month or term as needed. The librarians visit the schools and tell the teachers and pupils of its valuable collections and invite them to use the public library freely. The librarians know the school curriculum and make out classified lists of books relative to the school studies, lists for vacation reading, anniversaries, and holidays, bulletin them in the libraries and send copies to the schools. Every teacher should know how to use the library to the best advantage. The library section of the National Educational Association sent out a circular last year to libraries and schools all over the country, saying that "Normal schools and all schools having to do with the training of teachers should train their students in the use of books and libraries."

Few school libraries are able to do satisfactory work, because of lack of funds and lack of care. There will be a discussion of a plan for making the public library a part of the public educational system of a city. The furnishing of reading material for the schools would then be systematically divided between the board of education and the public library board. The school would furnish the necessary reference books and sets of supplementary readers. The public library would make every school a delivery station, furnishing a small collection of books on such subjects as would correlate with the school work, together with a certain amount of fiction.

The following is an outline of the course:

1. Relation of Libraries and Schools.—Laws regarding the establishment and mainte-

nance of public libraries and public school libraries. The public library as a part of the educational system. Instruction in the use of books and libraries. Constructive work illustrating the making of a book. Courses given in colleges, normal schools, and public libraries.

2. Children's Books and Libraries.—Children's books and periodicals. Illustrations of children's books. Children's reading-rooms; their aim, character of books and periodicals, the attendants, reading lists, and furnishings. Maxon book-mark. Library league. Bulletins for libraries and schoolrooms. Home libraries.

3. Organization and Administration.—Ordering and buying. Accessioning. Shelf-listing. Charging systems. Classification; based on the Dewey Decimal Classification. Modifications of the system in this library explained. Cataloguing; the cataloguing will be taught according to the New York State Library School Rules adapted to a school library.

4. Bibliography and Reference Work.—Comparative value of dictionaries, indexes, cyclopædias, and handbooks. Trade bibliography and bibliography of special subjects. Book reviews and magazines.

5. Pictures, Posters, Maps, and Charts.—Collecting, mounting, arrangement, and use. Exhibits. Care and preservation. Note-taking and library devices.

6. Work of Library Schools and Associations.—American library associations. Library section of the National Educational Association. State library associations. Library sec-

tions of state teachers' associations. City library clubs. Traveling libraries; work done in New York and Wisconsin. State library commissions. Farmers' reading courses. Instruction in library economy; University of Illinois, New York State Library, Pratt Institute, Drexel Institute, summer courses at University of Wisconsin and Amherst College, apprenticeship in public libraries.

7. History of the Making of Books.—Manuscripts. Illuminating. Illustrating. Printing. Binding.

REFERENCES:

New York State Library School Rules for Catalogue, Accession-book, and Shelf-list. Library Bureau, 1899. *Catalogue of A. L. A. Library*, 5,000 volumes for a popular library selected by the American Library Association and shown at the World's Fair. U. S. Bureau of Education, 1893. A. L. A. list of subject headings for a dictionary catalogue. Library Bureau. Library Bureau Catalogue, containing lists of library tools and fittings. Plummer. *Hints to Small Libraries.* Tuslova and Comba, New York, 1898. *Public Library Handbook* by the Denver Public Library. Carson, Harper, 1894. Leyboldt and Iles. *List of Books for Girls and Women and Their Clubs.* Library Bureau, 1895. Dana. *Library Primer.* Library Bureau, 1899. Sargent. *Reading for the Young, and Supplement.* Houghton, 1896. Hewins. *List of Books for Girls and Boys.* Library Bureau. Files of the Library Journal and Public Libraries. Various publishers' catalogues and bulletins of libraries.

Department of Music

Helen Goodrich

Bertha Payne

The purpose of this course is to lead teachers to understand and produce valid musical effects without great technical proficiency. It will endeavor to make clear the relation between thought and emotion and the musical means of expression. There is a vast amount of dormant capacity among so-called unmusical people. We may look forward to beautiful and joyous self-expression in singing for practically all children as soon as the standard as to technical

requirements and material is corrected by reference to their real needs, mental, moral, and physical.

The plan of this course includes much class-drill in the fundamentals of natural tone-production, and in song-singing in parts and in unison. Exercises in speech will be given as a means of securing purity of vowel sounds, and smooth, exact consonant formation, together with exercises for control of the breath in singing. Con-